

## Roosevelt Senior High School Academic Planning Team – Meeting #2, 9/3/14

Meeting Objectives			
Meeting participants will... <ol style="list-style-type: none"> <li>1. Understand the Roosevelt Senior High School academic planning objectives and timeline</li> <li>2. Identify elements of the international studies theme that we plan to incorporate into Roosevelt Senior High School</li> <li>3. Improve upon the existing mission and vision statements (for SY15-16) by integrating the international studies theme</li> </ol>			
Time	Agenda items	Guiding Questions	Supporting materials
3:30 – 3:40pm	Brief re-introductions	<ul style="list-style-type: none"> <li>• What is your title? What team are you on?</li> <li>• What has your career in education looked like?</li> </ul>	NA
3:40 – 3:50pm	Academic planning process and action plan	<ul style="list-style-type: none"> <li>• What are the objectives of the planning process?</li> <li>• What does the meeting schedule look like?</li> <li>• What are expectations for participation?</li> </ul>	Roosevelt Senior High School Academic Planning Team Action Plan
3:50 – 4:35pm	Revisiting Roosevelt's mission and vision	<ul style="list-style-type: none"> <li>• How can we integrate the international studies theme into the existing mission/vision?</li> <li>• Is there anything still missing from the mission/vision statements?</li> </ul>	Roosevelt mission and vision statements + Sample mission and vision statements + Brainstorm notes from 7/2 meeting
4:35 – 4:57pm	Integrating international studies into Roosevelt High School	<ul style="list-style-type: none"> <li>• Are there international studies elements that we are missing?</li> <li>• What elements of the international studies theme do we incorporate into Roosevelt?</li> </ul>	International studies models
4:57 – 5:00pm	Next steps	<ul style="list-style-type: none"> <li>• What are next steps and corresponding owners?</li> <li>• When are we meeting next?</li> </ul>	Extras: Contact list

### Attendees:

- Anjali Kulkarni, School Planning and Implementation, Office of Planning and Postsecondary Readiness
- Tracy Eichelberger, Chief of Transformation
- Amber Oliver, English/Humanities Department Chair, Roosevelt Senior High School
- Nkinge Cunningham, 12th grade English/AP English Teacher, Roosevelt Senior High School
- Terrence James, Transition, Inclusive Education, Office of Specialized Instruction
- Ivor Mitchell, Principal, Roosevelt Senior High School
- Jalair Flynn, Assistant Principal, Roosevelt Senior High School
- Marvin Ochoa, Georgia Avenue Collaborative
- Trina Leath, IB programs, Office of Teaching and Learning
- Miesha Thompson, PE Teacher and Core team member, Roosevelt Senior High School

- Michael Craig, Secondary Instructional Design, Inclusive Instruction, Office of Specialized Instruction
- Kim Cherry, STEM, Office of Teaching and Learning
- Elba Garcia, Language Acquisition, Office of Specialized Instruction
- Vernard Howard, Assistant Principal, Roosevelt Senior High School
- Sharlitta Myrick, Chair, ELL, Roosevelt Senior High School
- Vikas Behl, ELL teacher, Roosevelt Senior High School
- Florence Lum, ELL & French teacher, Roosevelt Senior High School
- Miniabiya Ford, Mignon Igniss Ford Foundation

I. Brief re-introductions (3:30 – 3:40pm)

*In less than 30 seconds, tell us your name, your title, what team you are on, and give us a brief summary of your education career.*

II. Academic planning process and action plan (3:40 – 3:50pm)

III. Revisiting Roosevelt's mission and vision (3:50 – 4:35pm)

*Roosevelt Senior High School currently has mission and vision statements. We want to incorporate the new international studies theme into those mission and vision statements. We also want to ensure the statements are robust and reflect Roosevelt's core purpose of preparing students for college and career success.*

- **Jogging your memory (2 minutes):** What is a mission statement? What is a vision statement?
- **Roosevelt's current mission and vision (2 minutes):** Read statements aloud and context
  - *Roosevelt mission statement: The mission of Theodore Roosevelt Senior High School is to provide a supportive environment in which every student will be prepared and empowered for success at the collegiate and career level so as to be a contributing member of society.*
  - *Roosevelt vision statement: The transformative vision of Theodore Roosevelt Senior High School is to build a nationally recognized comprehensive high school whose positive climate for learning encourages superior student achievement and grassroots community involvement and mentors students on their path to successful career and college endeavors.*
- **Transition to small groups of 4-5 with at least 1 central staff member and 1 Roosevelt HS staff member (1 minute)**
- **Ready, set, brainstorm! (14 minutes):** Read sample statements. Brainstorm and chart ideas for improving current statements, using the following guiding questions:
  - How can we integrate the international studies theme into the existing mission/vision?
  - Is there anything still missing from the mission/vision statements?
  - Are there things from the samples that we should add?
- **Transition to whole group (1 minute)**
- **Sharing is caring (25 minutes):** Each group shares edits and additions. (Hint: No need for wordsmithing here – just general thoughts will do!)

*Input from groups:*

➤ *Group 1:*

- *Change the word "nationally" to "internationally" – or maybe use both in mission statement?*
- *List specific skills that students have when they leave Roosevelt --> look at Roughrider expectations*
- *Mission should be more student-driven: what should every Roosevelt student leave with when they graduate from Roosevelt?*
  - *Should all students be bilingual?*

- Knowledgeable of a foreign language
- We want students to have appreciation of all cultures
- Group 2:
  - There are similarities in current mission and vision statements – they are interchangeable
  - Both talk about environment students are in and look at it from the outside in.
  - We see the vision as the big picture and the mission as the day-to-day charges for staff.
  - We see cultural competency from the inside out - within subcultures, not just travel, but intermingling between cultures
  - We want to incorporate character - what would moral and civic capabilities we want our students to leave with? (confidences, character, cause, cultural competency)
  - We want students to be multilingual - expected that they need to be conversational by graduation in a language other than their home language
  - Think we need cultural awareness as well
- Group 3:
  - We want a brief but to-the-point mission statement - quality over quantity of words
  - "Roosevelt International High School is committed to enable each of our students to develop the linguistic, cognitive and cultural awareness necessary for success in high school, college, and beyond."
  - Not focusing on just academic skills but also "responsible global citizen"
  - Assume that students are fluent and literate in their home language
  - "Acquisition" - language acquisition vs. language through literature (living through language)

*Continued discussion:*

- Question: Do we offer a lot of languages - do we go deep or go wide?
- Group discussion:
  - Enduring understandings for Roosevelt
  - "Transformative"
  - Want them to be competent enough to transform their own environments
  - What does it mean to be "Culturally competent":
    - Student has ability to function in a certain community with respect to their social structure/educational structure
    - Exposed to realities of other communities/societies
    - Able to function in any part of the country - to move in and out of a number of communities/in today's international world
    - Language, literature, customs, religion, cultural morays, recreation of different cultures --> Immersion? Exposure to as many as possible?
    - Courses to explore those things
    - Pay attention to the international nature of our own community - how to function in a diverse work environment
    - Able to function in international settings
    - 2 bags:
      - Build cultural awareness
      - Ensure cultural competency
    - Incorporating that into history courses
    - Staff members need to be trained in cultural competence --> how can we make this happen??
    - Respect, open-mindedness, collaboration opportunities
    - All afraid of what we don't know - eradicate fear in our students

IV. Integrating international studies into Roosevelt High School (4:35 – 4:57pm)

*We want to begin to explore the extent to which we integrate the international studies theme into Roosevelt Senior High School, balancing a rich theme with trying to do “too much”.*

*We did not reach this portion of the discussion.*

- **Transition back to your small groups of 4-5 (1 minute)**
- **So many possibilities! (10 minutes):** Review the international studies models and discuss which international studies components we should incorporate at Roosevelt to ensure our students are prepared for success in college and career.
- **Decisions, decisions (10 minutes):** Walk around the room and place a post-it next to the elements that you think are most critical to the mission and vision of Roosevelt Senior High School.
- **Transition to whole group (1 minute)**

V. Next steps (4:57 – 5:00pm)

*Summarize next steps, owners, and deadlines.*